# IMMIGRATION & REFUGEES

## ○ Suggested for ages 4-7 ○

The aims of The Conscious Child: Family Book Discussion Kits are: 1) To celebrate diverse voices; and 2) to help facilitate family discussions about racial equity, identity, and justice. Included in this kit are discussion questions for each book, and a list of further recommended reading.

**THE CONSCIOUS CHILD:**
FAMILY BOOK DISCUSSION KITS

## CHECK OUT THESE KITS TOO!

- ○ Identity & Belonging
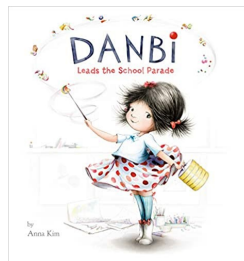- ○ Joy & Self-Love
- ○ Solidarity & Activism

The LANE Libraries

# IMMIGRATION & REFUGEES:
## Further Recommended Reading
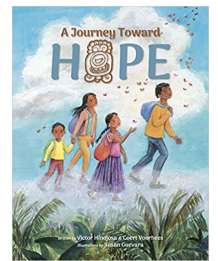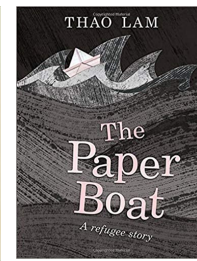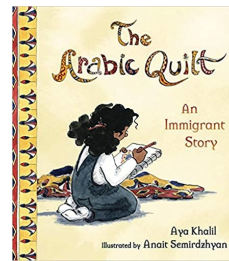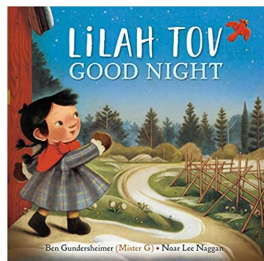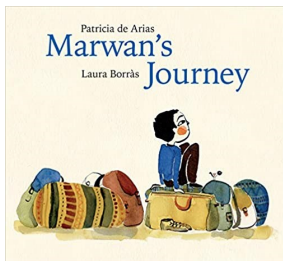
- ○ **Marwan's Journey** by Patricia de Arias
- ○ **Lilah Tov, Good Night** by Ben Gundersheimer
- ○ **Danbi Leads the School Parade** by Anna Kim
- ○ **The Arabic Quilt** by Aya Khalil
- ○ **The Paper Boat** by Thao Lam
- ○ **A Journey Toward Hope** by Victor Hinojosa & Coert Voorhees
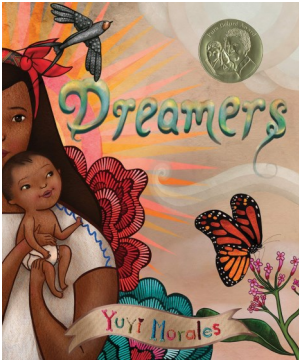
## *DREAMERS* by Yuyi Morales

BEFORE READING: Define the word **immigration** with your child and discuss what it means to be an immigrant. Discuss the different reasons immigrants come to the U.S.
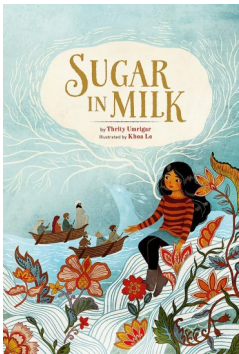
DURING/AFTER READING:

- Why do you think the woman and her child left home?

- What items do you think are in their backpack? If you had to travel to a new place, what items would you bring?

- Why do you think the woman and child were "afraid to speak"?

- How do you think it feels to speak a language different from what most people around you are speaking?

- What is it like for the woman and child to live in a new, unfamiliar place? How could you help someone who is new feel welcome and comfortable?

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## *SUGAR IN MILK* by Thrity Umrigar

BEFORE READING: Discuss what it means to be a **refugee**.

DURING/AFTER READING:

- How does the main character feel at the beginning of the book?

- Why do you think she has left her friends and family back home?

- In Auntie's story, how do the refugees feel when the king orders them to leave?

- Why does the king change his mind?

- How does her aunt's story help the main character?

- What are some ways our lives are better when we embrace people who are different from us?

- How does discovering the library change their lives?

- What do you think is the message of the book?

- Read Yuyi Morales' immigration story in the back of the book. Why did she name the book *Dreamers*?

## *THE DAY SAIDA ARRIVED* by Susana Gómez Redondo

BEFORE READING: Define the word **immigration** with your child and discuss what it means to be an immigrant. Discuss the different reasons immigrants come to the U.S.

DURING/AFTER READING:

- What qualities make Saida and the narrator such good friends?

- How do Saida and the narrator show each other empathy?

- Why do you think the narrator says she and Saida "will happily throw overboard unwelcome words like border"?

- Can you relate to Saida and/or the narrator?

- What lessons does *The Day Saida Arrived* teach?

- Pretend you are going to take a trip to Morocco (where Saida is from). Research the country. What would you do on your trip? What food would you eat? What languages would you hear spoken there?

- Try writing some of the Arabic words you find throughout the book.
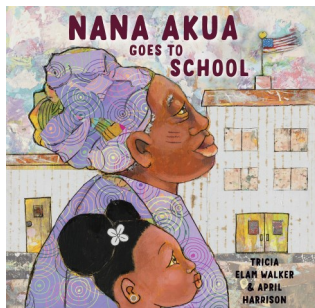

## *NANA AKUA GOES TO SCHOOL* by Tricia Elam Walker

DURING/AFTER READING:

- Why is Zura worried about bringing Nana to school for Grandparents Day?

- Have you ever been worried about how others would treat someone you love?

- How do Zura's classmates treat Nana when she visits?

- Nana teaches Zura's class about the tradition behind the marks on her face. Are there any cultural traditions that are especially important to you and your family?

- What do you think is the main message of *Nana Akua Goes to School*?

- Pretend you are going to take a trip to Ghana (where Nana is from).  Research the country. What would you do on your trip? What food would you eat? What languages would you hear spoken there?

- Look at the Adinkra symbols on the book's front and back endpapers. Which is your favorite? Try drawing it!